



# Youth Positive Development

USAID-funded Drug Demand Reduction Program in Uzbekistan, Tajikistan, and the Ferghana Valley Region of Kyrgyzstan

DDRP BEST PRACTICE  
COLLECTION

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## DDRP best practice collection series:

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## INTRODUCTION AND OVERVIEW

The USAID-funded Drug Demand Reduction Program (DDRP) aims to address social problems among vulnerable populations involved in or at risk of involvement in drug use in Central Asia. DDRP activities in Uzbekistan, Tajikistan and the Ferghana Valley Region of Kyrgyzstan are a response to the dramatic rise in opiate injection in the region.

The term “drug demand reduction” is used to describe policies or programs aimed at reducing the consumer demand for narcotic drugs and psychotropic substances covered by international drug control conventions [1]. The countries covered under this program have experienced significant increases in opiate consumption due to geography and recent socio-political events including the collapse of the Soviet Union and the Afghan conflict. Heroin transiting through these countries has created epidemics of drug use, undermining already fragile economies and threatening to overwhelm health systems with HIV. This has also occurred in other nearby former Soviet republics. DDRP’s mission is to engage all levels of society in reducing demand for heroin and other opiates. The program began in 2002 and will cease in 2007.

The Drug Demand Reduction Program involves a network of leading international organizations active in HIV prevention and drug demand reduction in the region.



■ The key components of DDRP are:

- educating target populations on drug-related issues
- promoting healthy lifestyles
- providing access to alternative occupational and leisure activities
- assisting in solving social problems
- supporting the development of pragmatic drug demand-reduction strategies at national and local levels.

This Youth Positive Development Model is one of ten developed under DDRP for replication and contribution to HIV and drug demand reduction policy and program development in the Central Asian region.

### What is the DDRP Youth Positive Development Model?

The DDRP Youth Positive Development Model (YPD) is a combination of tools, approaches and strategies designed to enhance the capacity of youth-serving organizations to address issues of drug use, HIV/AIDS and risky behavior over the long term. The Youth Positive Development model was integrated into the activities of youth-serving organizations in 10 cities of Uzbekistan, Tajikistan and Kyrgyzstan, with a special emphasis on networking and knowledge exchange between these organizations. The activities of organizations using the YPD were geared toward street active young people between the ages of 12 to 18. The core approach of the YPD is to generate and sustain the initiative of local organizations, which, depending on certain factors (social, economic and political) and their own organizational abilities, can choose a combination from the wide range of different program elements. DDRP’s ongoing working relationships with 13 organizations have helped facilitate the integration and development of the YPD. Described below are five sites that have used the Youth Positive Development model and which showcase a wide spectrum of experiences that can be distilled for further use and development.

This holistic approach of introduction, integration and sustaining of the YPD can serve as a replicable model of drug use prevention among youth, and as a model for other youth-serving/capacity building programs being implemented in a new country or region.

■ *The YPD addresses issues that young people have to face in countries of transition of the former Soviet Union, and which are particularly evident in Uzbekistan, Tajikistan, and the Fergana Valley of Kyrgyzstan, where social and economic challenges are juxtaposed with easy access to heroin and opiates. These issues include:*

- The social and economic transition in Central Asia has led to an increase in risk factors for young people and a growing problem of youth marginalization;
- The youth-serving sector that previously provided services to street active young people has collapsed, leaving them to deal with multiple and conflicting cultural influences. Youth oriented programs are not a high priority for governments because of other “larger” issues like general education, health care, unemployment, electricity, water, etc.;
- A lack of life and job skills coupled with a non-supportive environment reduces young people’s job prospects, leaving them vulnerable to illegal economies and drug use;
- The youth-serving sector needs tools and methodologies for credible drug use prevention education and access to social services geared to the needs of youth which can help them reduce the risks associated with heroin/opiate use;
- Youth need encouragement, and in some cases financial aid, to stay enrolled in school;
- All young people need credible role models and access to low-cost or free recreational activities;
- Street active youth need outreach to link them to vocational training and life skills development, and to provide them with drug use prevention education and exposure to supportive adults who can be role models for them.

The needs assessment highlighted the need for capacity building within organizations working with young people between the ages of 12 to 18, and defined as street active or non-organized youth (i.e., spending more than 5 hours a day on unstructured and unsupervised activities).

This process had to be focused on equipping institutions and professionals in these countries to address the growing difficulties of youth. Enabling renewal and growth in these organizations and their staff was urgently required if at-risk and marginalized youth were to be genuinely assisted.

■ *To effectively address these needs it was necessary to:*

- Develop the professional skills and knowledge of organizations so that they could design their own versions of youth risk prevention interventions in collaboration with young people and local communities;
- Introduce the tools and approaches of the “Street Choices” program to as many youth workers as possible and encourage them to endorse the suggested methodologies in their work with young people;
- Identify those youth workers and organizations which would be interested in this initiative and ready to develop innovative approaches which would eventually involve other youth workers and youth-serving organizations in order to increase the work’s effectiveness;
- Create conditions where people and organizations would be able to recognize and realize their own potential, in turn making it possible for them to recognize and realize young people’s potential;
- Provide the organizations implementing the program with a flexible kit of tools and approaches which would most effectively match their needs and abilities.

### **Core elements of the Youth Positive Development Model**

The so-called “Lego” approach became a key factor in the YPD’s success. Instead of “one size fits all” modules designed for the region, the youth-serving sector were given a set of “bricks” or “elements” from which to build their own programs, combining elements from different components, or integrating individual elements into their existing drug use and HIV/AIDS prevention programs. Some of these elements were developed by the Canadian NGO Street Kids International and others were created by DDRP in collaboration with local partners. These elements included:

■ **The Street Choices (SC) component:** The introduction of participatory youth-work paradigms and practices, embedded in Street Choices workshops developed by Street Kids International (SKI), verifiably increase young people’s engagement with youth workers and ultimately improve youth’s ability to make informed and responsible choices. This model places thematic emphasis on substance use and sexual health (including AIDS and other STIs) issues, which are key risk factors for marginalized youth. At the same time, it enables youth workers to build

relationships with young people for discussion and solving of other problems. The Goldtooth and Karate Kids cartoons helped youth workers to build bridges to young people. Workshop participants explored ways to change their role from “experts”, laden with warnings and advice for young people, into “role models” helping in the process of young people’s self development. The follow-up workshops (usually organized 2-3 months after the introductory workshop) provided the introductory workshop participants with the opportunity to share their discoveries and obstacles they faced while using the SC tools and approaches with young people, and to get feedback and additional training. Through these follow up workshops, the most active organizations were identified to become local partners for the DDRP Street Active Youth component. Those youth workers who started to use the SC materials with young people, and who had demonstrated a deeper understanding of the work and readiness to share with other youth workers, were trained as SC program trainers.



A Street Choice program participant and his business, Kyrgyzstan

■ **“Alternatives”:** The DDRP concept of the “alternative” arose naturally as an outcome of the SC program. Trust building, a mutual understanding of young people’s needs and respect for the ways young people cope with everyday challenges were all essential in understanding how to present young people with access to healthy alternatives to risky behavior. Youth workers began providing alternatives to young people in different ways: in some organizations they involved young people in recreational and/or educational activities being organized for younger children (NGO Chaika), in some they



During a concert in the park “Druzhby Narodov”, Dushanbe, Tajikistan

opened youth centers for vulnerable young people (NGO Assol, NGO Joy Master), some organized public events (such as sports competitions, mahalla meetings, holidays) in which young people felt welcomed and important, and some simply just provided the street active or homeless young people with the space where they could come and spend the time with supportive and nonjudgmental adults. These alternative activities played several roles: they provided young people with communication skills, increased their self-esteem, encouraged healthy behavior, and created long-term relationships with adults they could trust. All alternative activities were accompanied by SC workshops for young people. These long-term relationships encouraged young people, in turn, to introduce their peers to the SC program. This gave rise to another element of the Youth Positive Development model.

■ **Volunteer program:** The SC program began focusing on developing the skills of youth workers in Central Asia. Youth workers who presented the program in schools or after school centers often discovered that young people were interested in becoming more than just participants in the sessions. The Volunteer program arose as a peer to peer program delivery strategy for the SC program of Accord. This strategy evolved out of young people’s own initiative and need to be acknowledged as contributors in their own communities. The program developed organically and is based on the concepts of volunteerism. The work with volunteers was enriched by development coaching from adults and materials for peer-to-peer program delivery. The “Lessons Learned” section of the Youth Positive Development Model describes the core approaches, key elements and components of youth-to-youth development in Central Asia.



Volunteer work with young people, Kyrgyzstan

■ **Vocational training:** Local partners providing healthy alternatives to young people paid serious attention to developing friendly and supportive relationships with parents and other members of local communities





Work with teenagers on drug demand reduction, Tajikistan

(mahalla). During meetings they discussed the most important things for young people to learn, from the parents' point of view. In big cities such as Khujand (Tajikistan), parents were mostly interested in additional education and recreational activities, like English, Russian language courses, dancing, drawing, sports. For less advantaged communities these kinds of activities might be less appealing and

might be perceived as a waste of time. For these communities, vocational courses were organized for young people as alternatives to risky behavior and as a potential layer of economic protection against drug use.

■ **Street Business Toolkit:** The International Labor Organization (ILO) member countries in Central Asia acknowledge that child labor is an increasing problem. Relevant sectors include agriculture, petty trade in local markets and in the urban informal economy as well as domestic services. In addition, the exploitation of children in commercial sex is on the rise. There is an urgent need to address the problem of child labor as spelled out in the ILO Convention No. 182 (C 182) on the elimination of the Worst Forms of Child Labor (WFCL). At the same time, the economic situation in these countries forces many young people to work, mostly in the informal sector of the economy. The Street Business Toolkit (SBTK) program, later expanded into the Accompanied Youth Livelihood Development Approach, was originally designed by Street Kids International and its local partners in Central America. It was chosen for DDRP as a natural follow-on to the SC program: for young people living or working on the street, or for the eldest brothers and sisters in single parent families, economic



A young man and his business, Tajikistan

sustainability is the most powerful factor in protecting against drug use, HIV/AIDS, STIs, and other risks. The SBTK program was designed to be accessible to young people with poor literacy and math skills. It offers business education, business start-up expenses and general support to street active youth, while linking them to community mentors and helping them to find opportunities for economic sustainability. Participation in the SBTK program helped young people in Qurghon-Teppa, Varzob, and Khujand in Tajikistan to start small businesses or improve existing ones. As a result of their improved livelihood opportunities, some young people have been able to return to school, reconnect with family members and/or end their homelessness.

■ **Annual Summer Schools:** These schools are for youth workers who started to use the SC (and later SBTK) program. Annual Summer Schools – five days activities were organized for each year of DDRP's implementation to provide as a specially planned event for additional training for the youth workers, strengthening the links between the youth-focused organizations in



Participants of a summer camp design regulation on volunteer clubs, Uzbekistan

Uzbekistan, Tajikistan, and Kyrgyzstan, and designing new components for the effective prevention of drug use among youth. The summer schools were developed as a multilevel training, where the SC program trainers were trained by those who passed a training of trainers (TOT) in previous years. Experienced trainers were trained as coaches and capacity builders. This innovative approach allowed for hands-on practice, in-depth coaching and the rapid evaluation of areas for reinforcement and continued growth. The model also fostered the steady growth of an expanded team of regional coaches who could return to their communities and take the lead in similar hands-on follow-up to local workshop delivery. In 2006 the regional training of the SC and SBTK program leaders was organized in order to provide the local teams with the needed tools and algorithms for the design of summer schools and

other educational events. In 2006, three summer schools were organized in Uzbekistan, Tajikistan and Kyrgyzstan and each school was designed and delivered by a local training and program team. The local organizations in Uzbekistan, Tajikistan and Kyrgyzstan were able to combine these elements in a holistic approach to drug use prevention and positive youth development.

## **BENEFITS OF THE YOUTH POSITIVE DEVELOPMENT MODEL**

### **The Youth Positive Development Model creates a social partnership within the youth-serving sector and allows for cross-sectoral collaboration**

Starting with external training for youth workers, the YPD encouraged the government and non-government organizations to collaborate in order to make drug use prevention more effective. DDRP's approach in these cases was not to work directly with the authorities, but rather to facilitate the local partners' initiative. The government's in-kind support (such as providing a building for youth work in Varzob, Isfara, and Khujand in Tajikistan), and their cooperation in planning and implementing drug use prevention activities were the result of direct communications between government institutions and local partners.

### **The Youth Positive Development Model led to significant organizational capacity building**

The organizations involved in the Youth Positive Development model have developed significantly over time. Each of them now has a sustainable and well-trained staff, strong links with local community members and local authorities, and many of them have received a space for work as in-kind long-term support from local government structures. Besides DDRP support, each of the partners has attracted other funds for the implementation of the Youth Positive Development model. Each local partner also plays the role of capacity building agent for programs and organizations in their cities and provinces.

### **The Youth Positive Development Model has led to significant changes in young people's self esteem, attitudes and behaviors**

75% of parents and teachers of the SBTk program participants reported positive changes in young people's attitudes about schooling. Local partners reported cases in which young people returned to school after completing SBTk courses. Young people working on the street were motivated to finish their secondary education, and many of the SBTk participants who started or improved their businesses were able to support their education (secondary or higher) thanks to having an income.

Young people participating in the volunteer program noticed increase in their self-esteem and in respect from their peers and adults.

### **The Youth Positive Development Model leverages existing social capital**

With limited resources and with the need to cover a large number of young people, many governmental and non-governmental institutions acknowledged that the Goldtooth and Karate Kids cartoons, together with the "open-ended questions" approach, were powerful tools in developing trust and respect with street active young people. Volunteers of the Red Crescent and World Vision of Uzbekistan, teachers and community activists, summer camp youth leaders and NGO staff all use the SC component with young people. The SC tools provide an opportunity to discuss not only drug use, but also violence, crime, friendship, family relationships, gender and child labor issues. Volunteer involvement and training of colleagues multiplies the program's effect, without requiring additional funding. *"He always has the Goldtooth cartoon in his bag. Each time he can spend an hour with young people, and there is access to a VCR, he would gather the kids around him and say: 'Guys, I'd like you to watch this video, and discuss it ...' (one of the NGO leaders describing her colleague).*

### **The Youth Positive Development Model was accepted by organizations working on universal prevention**

The DDRP sub-grantees in Uzbekistan and Tajikistan were introduced to the SC approach during the pre-project planning period. As a result, the SC components and volunteer model approach are used by many sub-grantees in the Sister-to-Sister program, or in the universal prevention



project. Organizations such as the NGO Sadokat, Murod, DARK, the Drug Control Agency of Sughd province in Tajikistan, and many others delivered the SC program to parents, law enforcement officials, community members and religious leaders.

### **Local communities support the organization of SC workshops for young people.**

In many places, local community members invited facilitators to deliver SC workshops for their children. They would provide a space in their apartment or their garden, a TV set and VCR, and invite the young people of the mahalla for the workshop. In some places they would invite facilitators to deliver a workshop just in the street, using an extension cord for the VCR. In the Barakat Market in Dushanbe, the head of the market committee (Bazarkom) provided the facilitators with space in the market to deliver workshops to the young porters (arbokesh) and paid for the coffee breaks. In Khujand, after a local NGO delivered SC workshops to working women, they took turns to show the videos to their children at home (*"I'm not good at speaking to my kids. I'm too busy, and I don't know how to talk with them about drugs. This cartoon helped me to start a conversation with my older sons, and it was a message to them: if you have any problems, it is safe to come to me for help," one of the mothers said*).

## **LITERATURE REVIEW**

This is a brief literature review covering the theoretical assumptions underpinning the core approaches within the DDRP Youth Positive Development Model.

### **The Youth Positive Development Model recognized the significance and powerlessness of Central Asian children**

Across Central Asia, young people under the age of 18 make up approximately 40% of the region's population. Their experiences will determine the shape of the region's future. Post-Soviet democratic and economic transition has affected the risks they face during their own transition through childhood to adulthood. Development lost during the period of childhood cannot easily be recouped later in life, resulting in a generation at risk of social exclusion [2].

Given that children are such a large percentage of the region's population child poverty is a common problem. Evidence from available survey data shows that poor households are generally larger than non-poor households; and those households with a large number of children are most at risk of poverty. Thus it appears that children are more at risk of living in poverty than other groups. Little of the available published data is analyzed by age groups. For example, according to a survey done in Kyrgyzstan in 1996, children under 16 made up 37% of the total population, but they made up 43% of the poor [3].

### **Poverty disproportionately affects young people**

Although Central Asia was the poorest part of the USSR, difficulties in the region were exacerbated by transition. The collapse in GDP has resulted in a sharp decline in spending on social protection, health and education; current funding is between a quarter to a third of pre-independence levels. This has important implications for child welfare, as children are the main beneficiaries of social spending. Prior to independence, a wide variety of social welfare support payments were provided by the government and it is estimated that these Soviet-era social payments made up 14% of the state budget [4]. The majority of these payments were for families with children.

First, there is a direct impact on the level of material well-being enjoyed by children as measured by household income. Second, reduced government expenditures on social services along with the closure of some services that were previously provided (e.g. kindergartens) coupled with deteriorating social infrastructure (roads, transport, etc.) all reduce the ‘benefits-in-kind’ that children and households receive.

As children get older, the less access they have to both education and health care, the more they are at risk. This takes a toll on education in three ways. Firstly, decreased access may reduce enrollment. Parents who are unable to afford the cost of textbooks, uniforms, or even shoes, may simply withdraw their children altogether. Secondly, even if enrolled, children may not actually attend school regularly, either for the reasons given above or because the children are needed as family labor (working in the home looking after younger children, or working on family land or as hired labor to supplement household income). Finally, children may be enrolled and attending school, but may not actually be learning anything. Older children are also at risk of marginalization in education, the work force and civil society, resulting in increased feelings of social exclusion and a rise in anti-social behavior [5].

### Youth Positive Development [6]

The more positive view of young people as an asset to be developed and drawn upon, rather than a problem to be solved, fits with a broad international effort to reframe the way in which programs for young people – especially those from marginalized communities – are conceived of and delivered. Building on the domestic and international work of the Ford Foundation and others to provide new leadership development opportunities to youth from economically impoverished backgrounds, a new approach to youth work programming – called *youth positive development* – came onto the scene in the early 1990’s. This approach sought to redirect investments in youth programs away from those that pathologized adolescents – focusing only on youth “problems” – to those that understood the need for broad investments in developing the skills and competencies of youth to meet the many developmental challenges natural to their age.

In their work, the Ford Foundation drew upon the pioneering efforts of Karen Pittman and Michelle Cahill of AED’s Center for Youth Develop-

ment who had set forth the earliest positive youth development framework. Pittman and Cahill postulated that youth development – including the meeting of basic physical, human and social needs – was essentially an inevitable process, and that depending on the influences and supports young people are exposed to, their development can be either negative or positive.

### Three Core Principles of Youth Positive Development

The three core principles of youth positive development first described by Pittman and Cahill, which mirror the design of the “Fulfilling the Potential of Tajik Youth” initiative, are:

1. Youth positive development requires that a given society must **have a vision** of what it wants for its young people.
2. Youth grow up in communities – not projects – and efforts to promote youth positive development must demonstrate a clear understanding of the **overall societal context** in which that development occurs.
3. Youth, in partnership with adults, are **important stakeholders** in all efforts to design and deliver youth positive development programs.

### The Search Institutes “40 Developmental Assets” Framework

While many groups have tried to define the kind of developmental assets young people need to acquire to successfully navigate the transition to adulthood, one group’s dedicated research and unwavering commitment to positive youth development shines above all others – namely that of the Minneapolis based Search Institute. Drawing on very large studies among high school students in the United States, the Search Institute team has defined 40 separate developmental assets (both internal and external) that are key parts of youth positive development. Moreover they have been able to show a broad correlation between the acquisition and development of these assets and both the promotion of key positive behaviors (such as leadership, health, valuing of diversity and success in school) and protection from key high risk behaviors (problem alcohol use, violence, drug use, and premature sexual activity).

## INDIVIDUAL PROJECT DESCRIPTIONS

This section provides an overview of different approaches for using and combining elements of the YPD. Five sites are reviewed:

- NGO Assol, the Vocational Training Center for Rural Girls, Sheykhak village, Varzob district, Tajikistan;
- NGO DINA, Khujand, Tajikistan;
- NGO Chaika, Khujand, Tajikistan;
- NGO Joy Master, Osh, Kyrgyzstan;
- Namangan Affiliate of the Uzbek Association of Reproductive Health, Namangan, Uzbekistan.

### NGO Assol, Sheykhak village, Varzob district, Tajikistan

Sheykhak village is located approximately 20 kilometers from Dushanbe, in the foothills outside the Tajik capital. Although regular public transport services connect the village to the capital, the village is effectively located in a traditional rural area. Before 2003, there were no any youth serving activities, besides the education provided at the local secondary school. Poor economic opportunities, a lack of vocational training, early marriage and school drop out, all combined to produce a high level of unemployment, and subsequently a high risk that young people would migrate to Dushanbe to seek employment. With poor life and labor skills they became an easy target for labor or sexual exploitation and involvement in drug use or drug dealing.

The NGO Assol was created in Sheykhak through the cooperation of the NGO Aurora and local authorities. In 2003, a poverty survey revealed a complete lack of youth programs in rural areas. The local authorities of Varzob district provided an abandoned building for the NGO's work. In 2003, the NGO Aurora, with the support of DDRP and some seed money from OSI-New York (which supported Street Kids International's capacity building project), renovated the building and started working directly with young people with an emphasis on rural girls and young women, the most vulnerable population.

From the very start of the renovations, representatives of local authorities from all the villages in Varzob district were invited to a meeting with

DDRP representatives. They were told about DDRP's approaches and invited to discuss possible ways to support young people in their development.

Vocational training activities were organized according to their recommendations: golden embroidery, knitting, ceramics, sewing and massage. There were also additional education courses: Russian and English lessons, drawing, dancing, human rights, reproductive health, and, mandatory for all attendants, the SC workshops on drug use prevention. Very soon it became important to the parents in neighborhood mahalla to be able to say "*My daughter goes to the Center*".

With the next round of DDRP support in 2004, the NGO Assol, which now runs the Center, was officially registered.

Assol targeted mostly Tajik-speaking young women, from school age to their mid-twenties, but the boys and young men could also participate in any non-vocational activities (vocations provided by the Center are traditionally perceived as women's). Usually a vocational course is three months long, and other activities may be scheduled additionally. All lessons are conducted twice a day, in mornings and afternoons, to allow students with either morning or afternoon obligations to attend. Students range in age from 7 to 22, and they can choose activities based on their interests. Each quarter no less than 150 vulnerable young people (more than 75% are girls and young women) complete these vocational and educational activities. In 2003, the vocational programs were run by teachers from Dushanbe, but in a culture of apprenticeship, which is strong in Central Asia, each teacher has prepared a successor, and now all vocational courses are run by the best participants from the previous groups. This approach provided work for the young women and strengthened the support from local community members.

The girls and young women who completed vocational courses started to use their new vocational skills for income-generating activity, but without any business skills, most of them were able only to save their family



The Assol Center before and after reconstruction, Tajikistan



Courses at the Assol education center for teenager girls, Tajikistan

money by sewing or knitting clothes for family members. Those who learned golden embroidery fared a little better, but they could not determine how to price their work correctly, risking the loss of money or clients. In autumn 2004, the situation changed with the introduction of SBTk courses. Additional funds (through the OSI funded project “Strengthening labor migrant family ties”) allowed Assol to award

the winners of the business plan competition with some financial support (USD 10-15). But the situation improved for more than just these winners. Other course participants began to improve their family business, or used their small savings to start their own business. Many girls and young women now have a sustainable income using their business and vocational skills. During the year more than 120 young people completed the course.

Besides vocational training and SBTk courses, the Center’s activities include the following:

- SC program workshops are organized for young people as a drug demand reduction and health education component. Each group completes at least 5 sessions of discussion on the issues of risks, drug use, relationships with peers and adults, communication skills, decision making, and healthy alternatives to risky behavior.
- Additional educational and recreational activities provide healthy alternatives to risky behavior, including Russian and English language courses, drawing, dancing, and human rights education. Besides scheduled activities, young people can come to the center to spend the time with their peers or adults who work in the Center. Between their vocational lessons, the young women can use the sewing machines and equipment for golden embroidery to make merchandise to sell.
- The young women and girls, as well as rural boys, who expressed an interest in introducing the training program to their peers were trained as volunteers. Between five and eight volunteers regularly assist teachers and facilitators in either delivering the SC and SBTk program, organizing lessons or helping with some other activities.



Exhibition of hand-made works at the Assol Center, Tajikistan

The NGO Assol works in close cooperation with the local community and the secondary school next to the center. Teachers would encourage their students to go to the center, and many teachers had participated in SC and SBTk workshops. Two teachers now work in the Center as a second job. The Center’s work with each new group of young people begins first with an introductory session for their

parents. Parents have an opportunity to see the results of the program’s work at public exhibits of handicrafts, to which the vocational course graduates are always invited. Parents, teachers and local authorities participate in planning sessions with the Center staff and volunteers. In 2004, in cooperation with Accord and Street Kids International, Assol participated in a Street Voices Project, organizing the direct communication between young girls and women and local decision makers. Working in close collaboration, the young people and adults had developed and implemented a plan to restore the gym of the school. A small amount of money was spent for materials only, and all other work was done on a volunteer basis by community members of different ages and social status. The project demonstrated that Assol is interested in the improvement of community life as a whole.

### NGO Chaika, Khujand, Tajikistan

Khujand is Tajikistan’s second largest city, and the administrative center of Sughd province. This city of 149,000 (2000) is situated on the Syrdarya River in the south of the Ferghana Valley. In Khujand, the DDR YPD model was implemented by two NGOs – the NGO Chaika, operating through the local community youth club, and the NGO DINA – both working with the most vulnerable youth sub-groups.



Theater art courses for children and youth, Chaika Center, Tajikistan



Originally the Chaika club was created in 1970 as a recreational youth center serving the young people of the four big districts of Khujand. After state-sponsored youth programs collapsed at the beginning of the 1990's, the center had no financial support, and only a handful of activities were run by an enthusiastic teacher in a very poor physical environment. In 2003, a group of young people – including teachers, youth activists and secondary school students – started to organize activities for children in the Chaika club which they had learned about in a SC introductory workshop. Participants expressed interest in open discussions on drug use and HIV/AIDS related issues which, as a rule, were usually taboo topics. In 2003, the youth NGO Chaika was officially registered to provide activities which would reduce risky drug taking and sexual behavior among young people and offer alternative activities. The team who created the organization also became pioneers of the SC volunteer program within DDRP and initiated the design of a program to train volunteers.

Chaika has received DDRP support since 2003 for its work with young people on drug use prevention. Between 2003 and 2005, PSI also ran a Youth Power Center project through Chaika. In late 2005, the PSI component completed, and was “handed over” to the local community.

Chaika works with children and young people between the ages of 6-19, mostly living in districts, which are considered to be the disadvantaged part of Khujand because of an influx of internal migrant families from rural areas across Tajikistan. Chaika also works with secondary school students, providing SC program workshops as extracurricular activities through the school. Depending on the age group, Chaika selects different sessions of the program: for the children below age 12, lessons focus on themes of friendship, family support, and healthy behavior; for adolescents aged 12-15, discussions revolve around the harms of risky behavior, support skills, communication, and conflict resolution; for older participants, discussions focus on drug use and HIV/AIDS prevention. The use of open-ended questions and the flexibility of discussions allow young people to talk openly about their own problems. In several cases, young people approached facilitators privately to ask for advice, sometimes regarding drug use (mostly sniffing glue) and sometimes sexual exploitation. In these situations the facilitators referred them to other organizations with specialized resources when needed.

The number of alternatives provided by the Chaika club has quadrupled compared with the number of activities immediately after political transition. The young people learn Russian and English, folk and ballroom dance, national music, chess, karate, and children's theater. The puppet theater, with dolls made by children, is a welcomed guest in all neighborhoods.

Chaika mobilized additional resources from the Eurasia Foundation to extend English and Russian classes and vocational trainings for adolescents. The hairdressing and sewing courses were paired with introductory SBTK courses.



During the sewing study class at the Chaika Center, Tajikistan

Chaika is a lead volunteer training partner for all DDRP street active youth sites. Chaika's trainers trained new volunteer teams for Assol in Varzob, for Murod in Qurghon-Teppa, and for “Safe Childhood” in Dushanbe. At the invitation of the NGO DARK in Chkalov, they delivered a series of SC workshops in one of the city schools (200 of 250 young people in Chkalov with police records were students of this secondary

school). They invited the workshop participants to a volunteer training, and in September 2005 this new volunteer team in Chkalov named themselves the “Youth Center Dialog” and started their own SC workshops for their peers. As a result of this activity, DARK received a separate space for work in the school's building. At the summer school in 2005 the biggest group of participants (27) consisted of SC program volunteers. 50% of them were trained by Chaika's trainers.

Chaika receives strong support from local community members and authorities. Parents are always invited to the club's concerts and other public activities. Chaika organizes special events for adults and young people, inviting veterans, community activists and parents. Adults willingly helped with repairs and renovations to the club's building.



## NGO DINA, Khujand, Tajikistan

By 2002, the NGO DINA had a strong reputation for its work on the rehabilitation of drug users and was beginning its work on drug use prevention. In autumn 2002 DINA organized a youth consulting center, where young people could get counseling and information on drug use and HIV/AIDS. Although information about the center was broadcasted and published in the newspaper, only a few visitors came – first, the young people didn't think they needed the information provided by DINA, and second, they didn't "trust the consulting center" – they were afraid that if they visited the center, people (especially their parents) would know and suspect them of using drugs or inappropriate sexual activity. In 2003, after DINA's representatives completed the SC workshop, they started to use the program's approaches in their work with young people. After the first several sessions for university students, the consulting center had an "invasion" of visitors. Not many of them were SC participants, but through word of mouth the student's relatives, neighbors, parents, and siblings started coming to the center. During the SC workshops, participants realized that issues related to drug use were not "someone else's problem", and that people who can discuss these issues with respect and openness are also a reliable support in problem solving.

DINA started to use SC tools and approaches in its work with professionals as well. In autumn 2003, in cooperation with the Sughd Province Drug Control Agency, DINA trainers provided workshops on drug use prevention to police, medical doctors, and drug and AIDS specialists.

The staff of DINA had already been working actively with drug users and sex workers, and by 2003 they often met their children too – young people aged 11 to 18, working or living on the street. Some of them still maintained a connection with their family, sometimes serving as the breadwinners for younger family members, and some lived with their extended family and had to provide food or money in exchange for being allowed to stay. In 2003, when the SBTK course was introduced to youth serving NGOs, DINA volunteered to host the pilot program in Khujand. The SBTK program was first launched in November-December 2003. Initial results from the first group of young people indicated that the program provides useful tools and methods for working with non-organized youth. With DDRP's support, DINA started to deliver the SBTK course on a regular basis. Because city stakeholders

stayed abreast of DINA's activities, they came to regard the SBTK approach as an important element of the social and economic protection of vulnerable young people against drug use and risky behavior. In 2004, the local government provided DINA with a separate building to house their work on drug use prevention among street active young people.

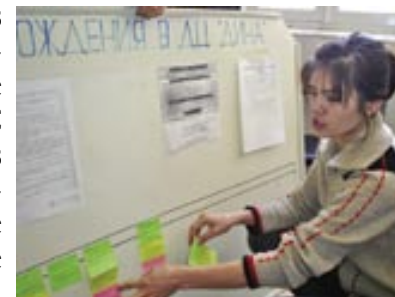
■ *The DINA Training and Educational Center (TEC) now works as a separate project. TEC gears its programming toward several subgroups of adolescents aged 13-18:*

- Children from families with serious problems – drug use, alcohol, criminal records, etc.
- Children from poor families, especially those with labor migrants to Russia, mostly working on the street
- Young people who live on the street occasionally or most of the time, who may or may not have family connections
- Secondary school students in a school setting.

■ *The TEC's activities include:*

The SC program component: the TEC staff and volunteers deliver workshops for those who visit the Center, as an accompaniment to the SBTK program; according to the Sughd Province Drug Use Prevention Plan, DINA's SC workshops in the secondary schools are officially approved by the provincial Department of Education and are included in the official Sughd Province Plan on Drug Use Prevention.

DINA played the lead role in piloting SBTK, including the adaptation and translation into Tajik of all printed and video materials. Each month 10-18 young people complete the SBTK course. DINA developed standards for the business plan competition and defined the quality criteria for the SBTK program. Before, during and after the SBTK course DINA TEC strives to foster permanent relationships with the participants. DINA organizes special events for the course graduates, and meets with parents.



Drug demand reduction lesson at the DINA Center, Tajikistan

■ *DINA uses various approaches to interest young people in their courses:*

- Outreach workers meet young people in the street, especially at the market, and invite them to learn more about how they can start or improve their small businesses;
- Teachers recommend the courses to their students;
- Police working on youth affairs may recommend that young people with police records participate; and, in many cases,
- Former participants recommend the course to their friends.

Alternatives were not intentionally provided to young people at the beginning of the TEC's programming. From DINA's point of view, the SBTk course itself was a strong factor in protecting against drug use. Evidence showed that young people stopped sniffing glue or using alcohol, started to take care of themselves more, and their self-esteem increased. But it became obvious that many of them would benefit from spending more time in a supportive environment, surrounded by adults and peers they could trust. Now young people come to TEC not only for the course, but also to chess and tennis or to watch cartoons.

The volunteer program at DINA has the built-in benefit of fostering future staff members for DINA's expanding activities. Former TEC volunteers are now working in DINA's center of social accompaniment, as outreach workers, and some deliver SC workshops in secondary schools. DINA TEC also serves as a training facility for other organizations: the volunteers of the NGOs DARK, CANHELP, and Youth Life all completed long-term externships at TEC, learning the SBTk and SC program content through hands-on practice with young people.

DINA is the lead YPD development partner in Sughd province. In 2005, DINA held introductory SC workshops for the Healthy Lifestyle Centers from all cities of Sughd province at the official request of the Provincial Healthy Lifestyle Center. DINA provides trainings for professionals and paraprofessionals in cooperation with the Drug Control Agency. In cooperation with the Sughd Province Coordinating Council on Drug Use Prevention, DINA played a lead role in developing extracurricular classes on drug use prevention based on the SC model for grades 3-9. The manual was translated into Tajik and is now included in the work plan of the Ministry of Education for integration at the national level.

### **NGO Joy Master (Master Radosti), Osh, Kyrgyzstan**

Osh is an ancient Silk Road city in the Ferghana Valley of southern Kyrgyzstan. It has an ethnically mixed population of about 214,000 (as of 2006), comprised of ethnic Kyrgyz, Uzbek and Tajik populations. Osh is the second largest city in Kyrgyzstan, and the regional administrative center. The Uzbek border lies nearby, and the city has several very large outdoor markets. Osh lies on major drug routes from Afghanistan, and has one of the highest rates of injecting drug use, sex work and HIV infection in Kyrgyzstan.

Child trafficking, sexual exploitation and child labor are also prominent. Osh is a central transit point for human trafficking of women into Kyrgyzstan and beyond. The city has large numbers of street children from nearby rural areas who sleep and work in the markets. Male street children are employed in casual work at the markets and construction sites during the summer building season. Many female street children are employed in sex work. Local staff reported that in recent years sex workers and street children have become increasingly younger. Osh outreach workers reported children as young as 13 engaging in injecting drug use and sex work.

The Youth Center for drug use prevention started as a cooperative project between the local drug treatment clinic and the local NGO "Parents Against Drugs". In 2000, after a pilot introductory SC workshop delivered by Street Kids International and funded by OSI-New York, the Golden Tooth and Karate Kids video began to be used in work with young people. After participating in the DDRP summer school and the SC program in Bishkek and Osh, in 2003 the Center started to work with secondary school teachers, psychologists and psychiatrists, who had completed either the SKI or DDRP SC workshops. They began their work in seven schools in Osh, developing additional lessons in Russian, Kyrgyz and Uzbek Languages. A team of these teachers and psychiatrists established a new NGO, Joy Master, in order to assist young people with life skills and the development of healthy behavior. Before 2004, Joy Master delivered the SC workshops for young people in secondary schools and at the Center for Temporary Isolation and Rehabilitation of Minors (CTIRM).

Since 2004, with the DDRP financial support, Joy Master runs the Youth Center based on approaches of the Youth Positive Development model.

In order to create a supportive environment and avoid stigmatizing young people from vulnerable families, the Center didn't establish any social criteria for participation. Regular school students, children from single parent families, and children whose parents use drugs or alcohol are all equally welcome. The SC workshops also created an atmosphere of trust, respect and support. This environment helped several young people approach their teachers and ask for help around drug use issues. They were referred to the rehabilitation center also supported by DDRP. Unfortunately, experience shows that even "normal" young people are actually also non-organized. They spend half of their day in school, and after school they are on the street until late evening, in unstructured and unsupervised activities, often in close contact with drug users or drug dealers. Those teachers implementing SC activities were surprised to learn how much young people in their communities know about drugs.



During the Street Choice workshop for secondary school students, Kyrgyzstan

The Joy Master team continues to work with secondary schools, helping teachers provide young people with opportunities to discuss issues of drug use and HIV/AIDS. The teachers deliver SC workshops to secondary school students regularly as an extracurricular activity. Each class covers at least six SC lessons. Other school teachers are welcome to participate and observe. The SC workshops are also given at CTIRM and at markets where young people work, in cooperation with the city department on social protection.

The Joy Master Youth Center provides young people with alternatives to risky behavior, giving them an opportunity to do sports, learn English and Russian, watch and discuss videos and cartoons, and get psychological counseling. Young people visiting the center can also use the library, created by the Center staff and its volunteers. Before the Youth Center began operating, Joy Master representatives held a series of meetings with neighborhood residents, explaining to them the goals of the Center's work and the nature of its activities. From the very beginning of its work, the Youth Center enjoyed good relations with young people's parents and older rela-

tives. The vocational courses offered at the center include computer skills, embroidery, beadwork, and knitting. Courses usually take two months. Because the course participants are younger than in Assol (generally aged 6 to 16), they tend to not engage in income-generating activities after the courses.

Having a comparatively small space (it is housed in a two-room apartment), Joy Master made agreements with various commercial sport and recreational clubs to allow young people from vulnerable families to use their facilities for free. Good relationships with the secondary schools also helped to increase places for activities. English and Russian lessons are held in a secondary school building, also free of charge.

Because of the young age of the participants, the SBTk is delivered on a small scale. Now it is being piloted for students with special needs.

### **The Namangan Affiliate of the Uzbek Association on Reproductive Health (UARH), Namangan, Uzbekistan**

Namangan province is one of three provinces of the Ferghana Valley of Uzbekistan. The population at the beginning of 2006 was estimated at two million people, of which 48 percent are women. Sixty percent of the population lives in rural areas. Children and young people under 18 make up 62 percent of the total province population. Namangan province borders both Kyrgyzstan and Tajikistan, making it an ethnically diverse area. The growing population in the province is rapidly exceeding the availability of land. It has become impossible for parents to give part of their small allotments to each of their sons. Those who are not given land are forced to migrate to the city of Namangan to find work. Now this city of 410,000 is becoming overcrowded, and unemployment is rising. In addition to internal rural to urban migrants, there are many young people living in dormitories, boarding schools and orphanages who have weak or no connections to their relatives. They end up spending most of their time on the street in unsupervised and unstructured activities. Many of these young people have to work in informal sectors of the economy, often of the edge of what is legal.

In 2003, the Namangan UARH undertook an HIV/AIDS prevention project for migrants supported by the Counterpart Consortium. SC approaches seemed effective in starting a dialog about HIV/AIDS related problems

the migrants faced. In 2004, Accord delivered a SC introductory workshop in Namangan for GOs and NGOs working with young people. The bigger team of the Namangan UARH was trained on the SC program. They used these new tools and methodologies in direct work with vulnerable young people. In 2004, a project supported by the Mercy Corps began working with young people in the mahalla of Gulistan, a Roma community. The facilitators used the SC approaches at their workshops. Young people in this Roma community had grown up in an environment with easy access to drugs and a range of problems related to drug use and drug dealing. After the project was over in 2005, the Namangan UARH stopped their work with the mahalla, but the mahalla council chairman invited them to continue working with young people and women. As some mahalla residents put it, this was their first experience with the people whom they could trust and feel respect for. Volunteers conduct SC workshops on a regular basis, and the community leader organizes these activities, signs the volunteers' reports, and provides the participants with coffee-breaks.

The Namangan UARH operates largely on a volunteer basis, using the SC volunteer program to attract and train newcomers. University and school students deliver workshops to vulnerable young people at the Namangan orphanage, to mahalla residents, and to participants in the summer camps.

After the SBTK program was introduced, volunteers started to work with older students in the orphanage. In this case the goal of SBTK was not to start or improve the young people's businesses, but to give them basic skills in business, planning, and communication for the future. More importantly, these skills help young people to create a vision for their lives and recognize their own potential. Since spring 2006, the team has been delivering the SBTK course to young people in the Roma community.



Elena Vinogradova, Director of the Community Development Center Accord, at the seminar for MIA staff

Some of the volunteers are students at the Namangan Sport School and now give workshops on SC and SBTK to their peers within their school.

The Namangan UARH provides workshops to professionals and para-professionals, upon official request. For example, after DDRP organized a SC workshop for law enforcement bodies in Tashkent, the local Namangan prosecutor's office, the Department of Corrections, and the police department on youth affairs asked the Namangan team to do a workshop for them as well.

Although it is hard to provide young people with alternatives to risky behavior without access to funds, the team organizes public events 4-5 times a year such as athletic competitions, under the motto "Sports rejects drugs".

The volunteers of the Namangan team are not paid for their work. Like the other SC program volunteers in the organizations described above, they are motivated by the opportunity to fulfill their potential, and to gain useful communication, planning and training skills. They are also motivated by a sense of belonging to the DDR program, focused on reducing risk factors for their peers.

## LESSONS LEARNED

This section of the DDRP Youth Positive Development Model provides an overview of general recommendations and lessons learned from DDRP projects. The information in this section serves two purposes: first, to provide a broad project plan or protocol for other organizations seeking to implement drug demand reduction projects in Central Asia; and second, to capture the best practices observed during the project process, which might serve as a guide in the region.

The following points should be considered in the planning phase for projects targeting the youth serving sector in Central Asia.

### Three Phase Approach in SKI/Accord's work

The best way to find the best application for new projects and/or programs targeted at youth is to start with youth workers rather than with the authorities. Programs approved by government institutions before being practically "approved" by youth workers are at risk of stalling at a very short-term formal level, with few chances for sustainability after the funding ends. An introductory workshop, hosted by a well-known local



organization and to which the widest possible range of participants from youth-serving GOs and NGOs are invited, doesn't require special permission. During the workshop trainers facilitate the free exchange of information and opinions between the participants. The people and organizations will then themselves define how to use these new tools and approaches in their work with young people.

■ *Street Kids International developed a Three Phase Approach which was enriched by Accord in cooperation with local partners:*

- **The First Phase** – introduction. To ensure program sustainability over the long-term it is important to start by introducing the program to a wide range of organizations working with the target group. This phase is called “generating initiative”. In each city, Accord started with SC introductory workshops to which participants were invited from different youth-serving GOs and NGOs. Follow-up workshops, usually organized three to four months later, helped to identify the most active people and organizations, which had already started to incorporate the new tools and approaches in their work with young people, without financial or technical support. Some groups were using the SC components to improve an existing activity with young people, and some were starting the new activities. These groups were invited to participate in the second phase. At the first phase Accord plays the lead role by providing all the necessary resources, with the local organizations participating in or even hosting the workshops. Even if only five people out of 25 participants started to use the new tools and approaches, these five people would become a catalyst for the future program implementation in the city. Usually for the introductory workshop the host organization would be advised to invite 15 to 25 practitioners (direct youth workers), and 5 to 10 officials (representatives of educational institutions, AIDS centers, law enforcement bodies, etc.). This creates supportive links and cooperation for later on during the second and third phases of the program implementation.
- **The Second Phase** of the program implementation is called “responding to the initiative”. The groups identified during the first phase receive intensive training of trainers and some funding for direct work with the

young people. The work is done in cooperation with Accord, with its trainers co-facilitating the workshops and supporting the direct youth work with consultancy and additional training. The second phase also serves as an introduction for workshop participants or organizations that started the new programs, like SBTk or volunteer program.

- **The Third Phase** is led independently by a local partner, with Accord's technical support. In the most cases by the end of the second phase local partners have already started to attract non-DDRP funds. The third phase is characterized by local ownership, when other NGOs and GOs already see the Youth Positive Development model as “DINA's work on DDRP”, or “Joy Master's DDRP approach”. This situation helps local partners create solid relationships with government institutions, which accept the Youth Positive Development model as a long-term initiative rather than a short “donor funded” project.

Chart 2 (see Appendix) demonstrates the “related influence along the results chain” adopted from Jamie Shnurr, SKI's consultant for the Youth Livelihood Development programs.

With this approach there is no need to be an expert at assessing local groups. It is more important that opportunities are created for initiatives and innovations. There is no need to choose between the groups which *will* do the work with funding, because local groups would choose the DDRP because they *have done* already something that convinced them to participate further.

### **The “Manage up” vs. “Manage down” approach**

Any program development and dissemination should be designed according to local partners' recommendations and with their active participation in a planning process. With this “manage up” approach any activity would be met with strong support and initiative at the local level. The approach of introducing the program first to practical youth workers proved to be more effective if compared with officially appointed programs. Local organizations would initiate further program development in cooperation with government institutions, either without any financial support or with just some small seed funding, ensuring the program's sustainability.



## The Volunteer Program

The SC volunteer component proved to be a sustainable intervention, which may or may not require financial support depending on an organization's existing capacity. The volunteers become the human resources for both the organization's growth and for other social programs in the city. Since 2003 many DDRP volunteers have started working on a regular basis in local and international NGOs. One of DDRP's legacies will be this active group of citizens, together with practical models for drug demand reduction.

### ■ *Principles/Core Approaches of the strategy include<sup>1</sup>:*

- Young people are treated as young people rather than young experts;
- Young people have their own ideas about what works with peers;
- Young people who volunteer their time have a right to quality adult or peer coaching;
- Young people will only deliver programs they believe in and that will give them a sense of association;
- Young people need to feel ownership of the programs they deliver;
- Young people identify themselves with the program both as participants and agents.

## Key Elements of the Strategy:

### ■ *Responding to Youth Initiative*

The SC program began with focus on developing the skills of youth workers in Central Asia. Youth workers who delivered the program in schools or after-school centers often discovered that young people were interested in becoming more than just participants in the sessions.

By responding to young people's own initiative, Chaika, Joy Master and other partners in Central Asia have fostered a culture of youth leadership opportunity.

### ■ *Beginning from where Young People are at*

During the initial delivery of the program with young volunteers, partners

<sup>1</sup> Veronica Torres, an SKI consultant for Accord's DDRP component, conducted the focus groups with the volunteers. Her notes were used for this section.

realized that young people were able to deliver the areas of the SC workshop that involved dialog and discussion, but had challenges with the overall goal of the workshop and how to present concepts and ideas. For this reason, partners in the region began to work on developing young people's skills in: (1) effective communication including listening, (2) presentation of ideas in a way that engages participants, and (3) personal development. Furthermore, young people needed feedback on their delivery so they could feel both acknowledgment and know what areas needed improvement. Partners realized that young people needed supports and coaching that built on their experiences and knowledge base. The training developed for adults needed to be adapted for use with young people. Facilitation skills, personal development and assisting young people to build bridges all had to be developed further.

## Participatory-Based Youth Leadership

### ■ *Audience Trust*

- Volunteers are representatives of the target group, speaks the language of the target group and is trusted more than others.
- Young people listen more attentively and accept opinions of other youth more than teachers.
- An audience's trust is especially important when health, security and gender issues are on the table for discussion.



### ■ *Influence*

- Teenagers are role models to their peers.
- As members of the youth community, they can identify the most effective styles and approaches to work.
- Some young people are well regarded and can set rules and norms as models for the whole group. They are informal leaders in their communities.

### ■ *Leveraging Existing Social Capital*

With limited resources and with the need to cover a wide number of young people, the volunteer program is one way to increase resources.

### ■ *Principle of Rotation*

Many organizations have problems when their volunteers leave to either continue their education or to take a steady job. A well-organized and trained volunteer team can disappear instantly, and it takes time for an organization to recruit and train new volunteers. To prevent this situation, it is useful to recruit volunteers of different ages, and at different times of year, encouraging a culture of apprenticeship in which more senior volunteers would train the newcomers instead of adult staff members. For example in school it is more strategic to train 9<sup>th</sup> grade students instead of those in the 11<sup>th</sup> (the senior class). The first year they would receive training and coaching from an adult advisor, and the next year they would train the next generation of 9<sup>th</sup> grade students. By the 11<sup>th</sup> grade most of them would leave to focus on studying before examinations, but the 10<sup>th</sup> grade volunteers would have already started regular work with the program.

### ■ *Open Source Code*

SKI introduced the Open Source Code approach in which all materials brought to the region could be improved and innovated. Accord and its local partners demonstrated the effectiveness of this approach. Even training handouts were printed in small batches, in order to make it easier and more convenient to improve on the workshop. Any printed materials using the Open Source Code approach are marked as being for use in non-profit activities without requiring permission from the authors or editors. Rather than controlling their use, SKI's tools and methodologies have a sustainable impact by encouraging those who wish to improve them to do so.

### ■ *Access to methodological materials*

SKI and Accord limited the dissemination of materials to just handouts for workshop participants. During the introductory workshops, participants would get recommendations on how to work with these materials, as well as an opportunity to practice using the new tools and approaches with a group and receive feedback. The pragmatism of this

approach was confirmed when an international NGO working on drug use and HIV/AIDS prevention distributed Accord's printed materials at one of its workshops as an additional set of information, with the request that participants use them. The workshop leaders promised to check their work in three months. As it turned out later, none of participants had used these materials.

## **Staff Training and Capacity Building**

In addition to being trained in the principles of drug demand reduction, and the SC and SBTk programs, staff and volunteers also received training and technical assistance on human resource development, core principles of youth positive development, strategic planning, fund raising and project design.

The core staff and volunteers of each local partner participated in the summer schools and other activities designed to promote the sustainability of the DDRP youth programs.

### ■ *Capacity building and networking*

Since the beginning of DDRP, Accord has provided local partners with the opportunity to not just participate in program delivery, but to contribute to the planning and implementation process in all DDRP target countries. Information about innovations and discoveries was distributed among local partners. Each partner participated in the planning process each year. Accord developed its annual work plans after consultation with its local partners, which guaranteed their support and active participation in the planned activities. Reciprocal training also became a key factor for program development. In each new city Accord co-facilitated introductory workshops with national or regional Street Choices/SBTk trainers. This approach created strong links between the local partners in different cities and countries. Chaika was invited by the NGO Ulybka (Osh) to implement a partner project funded by the Eurasia Foundation, the Assol SBTk trainer became the SBTk program advisor for the NGO Millennium, and Murod in Qurghon-Teppa, Assol, DINA, Joy Master, Chaika and Ulybka, each took turns hosting the summer schools and other activities for SC program participants within DDRP.

## Monitoring and Evaluation

The DDRP Unique Identifier Code (UIC) was used at all sites surveyed. Initial difficulties were noted, but as the UIC was refined, the perceived compliance burden was reduced for most organizations surveyed (see the Unique Identifier Code Model in this series).

The involvement of social research organizations in implementing the UIC is an opportunity to get further advice about project management. This was frequently provided by Panorama in Tajikistan, and Ekspert Fikri in Uzbekistan.

All local partners used focus groups with young people and interviews with parents, teachers and community residents in order to capture information about improvements in behavior, social skills and appearance. In addition to the indicators approved within DDRP, local partners used the quality criteria developed through the Youth Positive Development Model network.

## REPLICATION

### NGO Joy Master

The NGO Joy Master is an example of the DDRP/accord focus on making the Youth Positive Development model both replicable and sustainable across Central Asia. For example, in summer 2006, Joy Master held a workshop to create a model for replicating “Street Choices” volunteer clubs in high schools. A detailed approach was developed to make the SC element of the YPD sustainable within Central Asia. This approach relied on creating a pool of volunteers and trainers. These trained and motivated individuals would then serve as the basis for a volunteer club within a school, and work cooperatively with teachers and the school administration to organize activities and incorporate Street Choices materials into an extracurricular activity. The accompanying manuals for teachers, school principals, and volunteers themselves were developed for use in school settings.

### NGO Chaika, Khujand, Tajikistan

The support of local government for drug demand interventions is crucial. There is an increasing body of literature describing negative reactions to Western harm reduction interventions in the former USSR, and

particularly Russia. In documented cases, these interventions have been introduced without also providing evidence-based drug demand reduction programs [6]. Conversely, extracurricular models with positive peer role models have been well received by government decision-makers [7].

All YPD projects were popular in their communities. The DDRP/accord Youth Positive Development model is a non-controversial extracurricular model that can be replicated and sustained by local governments. This was exemplified by the NGO Chaika, in which a youth center originally opened in 1970 during the Soviet era was revitalized through the DDRP.

### NGO Assol, Sheykhak village, Varzob district, Tajikistan

A change in attitudes toward education and employment of women has been observed. Local parents are increasingly responding to pressure from their daughters to allow them to complete school. One young woman finished school with Assol’s encouragement and recently matriculated into the Agricultural Institute. Similarly, local families have noted that women are able to feed their families and help their relatives.

The local mahalla requested future projects that would provide vocational skills, family resilience, and services similar to the DDRP/accord Street Choices program, only for young males. Young males were also seen as being at risk, but were excluded from the only donor project in the district. Villages in nearby areas have offered free accommodation to facilitate similar projects for females.

SBTK course participants are not always vocational course graduates. Many of them come directly to SBTK and start their own business selling bread, sunflower seeds or other goods. It is important to clarify that SBTK didn’t prompt young people to drop out of school. On the contrary, parents and teachers were surprised to see new, very serious motivation on the part of SBTK graduates and participants to continue or complete their education.

### NGO DINA, Khujand, Tajikistan

The NGO DINA organized programs at the Training and Educational Center (TEC) as a demonstration site. Representatives from different organizations in Sughd province were invited to attend training programs as interns. They would observe the SBTK or SC program courses, and then co-facilitate the trainings for the next group of young people. After two weeks or one month of the internship they would return to their organizations with all necessary

training materials and, moreover, with practical experience. This approach to the field training made it possible to train youth workers quite rigorously at no extra cost to the program. The interns could then use the YPD elements within existing projects, also with no need for any additional fundraising.

The NGO Youth Life in Khujand develops the programs to foster the economic prospects of vulnerable

young people. The NGO provides young people with in-kind loans for small business activity. Initially, the NGO work did not include training programs for their target group. To increase the effectiveness of these small businesses though, Youth Life started to send young people to DINA for SBTk courses, and then they would support the business plans developed within the course. Afterwards, the NGO representatives completed an internship in DINA, and started conducting SBTk trainings for their recipients. Now they provide their applicants with business training.



Street Business Toolkit program participants, Assol center, Tajikistan

## GLOSSARY

**CTIRM:** Center for Temporary Isolation and Rehabilitation of Adolescents. This organization provides shelter for children and teen-aged young people - homeless, criminal youngsters and other unorganized minors - who were kept by the Juvenile Affairs Inspection should their home address is unknown or if they are from other cities. Usually, these people stay up to three weeks in the Center (in special cases their stay is extended). The Center is administered by law enforcement agency but social workers - teachers, doctors and psychologists - are also employed in CTIRM.

**Drug demand reduction:** The term “drug demand reduction” is used to describe policies or programs directed toward reducing the consumer demand for narcotic drugs and psychotropic substances covered by the international drug control conventions (the Single Convention on Narcotic Drugs of 1961, as amended by the 1972 Protocol, the Convention on Psychotropic Substances of 1971 and the Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances of 1988). The distribution of these narcotic drugs and psychotropic substances is forbidden by law or limited to medical and pharmaceutical channels [9].

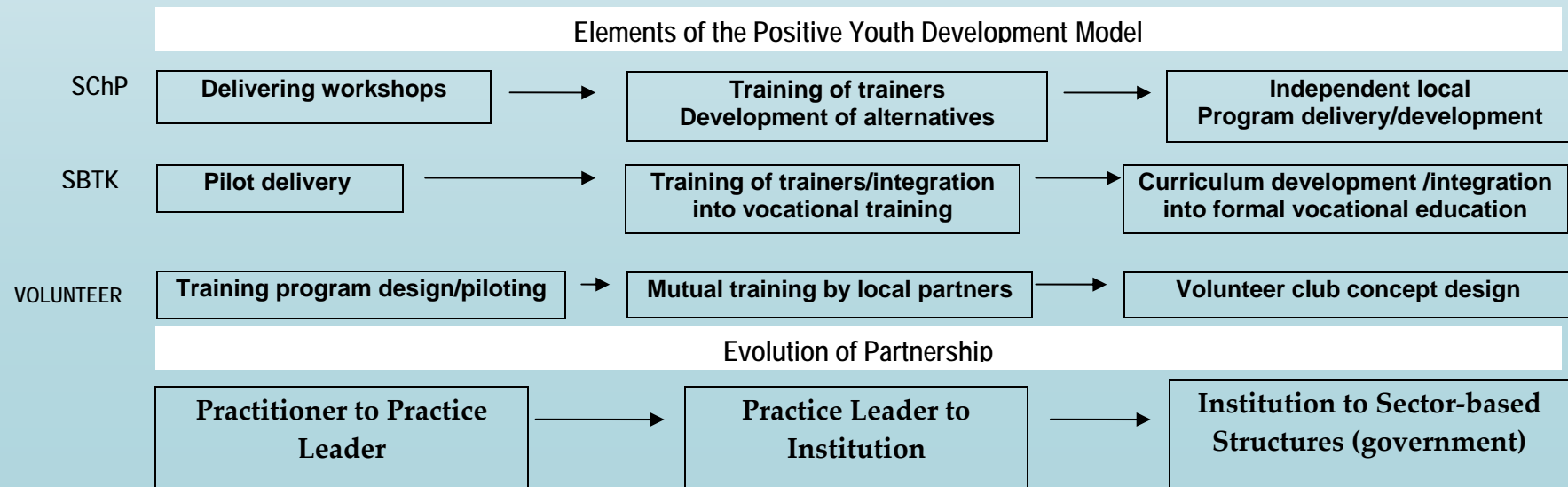
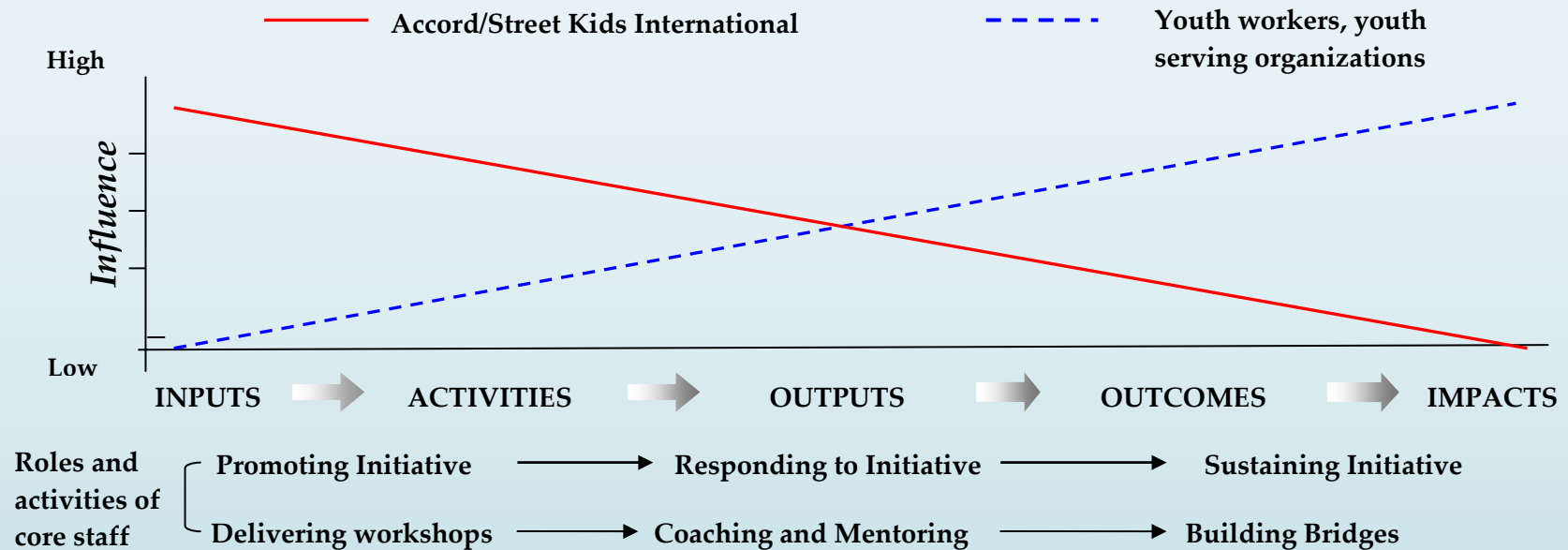
**Mahalla:** Traditional Central Asian local neighborhood structure with limited responsibilities for local affairs including family welfare and minor disputes.

**CHART 1. THE USE OF THE YOUTH POSITIVE DEVELOPMENT ELEMENTS BY EACH SITE**

Program Element Organi- zation/ Location	Street Choice direct delivery to the young people	Street Choices trainings for professionals	Volunteer program	Alternatives	Vocational Training	Street Business Toolkit	Participation/ Facilitation on Summer Schools
<b>NGO Assol</b> , Varzob, Tajikistan	Trainings for the youth Center attendants		SChP, SBTk and vocational peer to peer training within the Center activities	Dancing, drawing, human rights education, Russian and English language courses	Golden embroidery, sewing, knitting	Regular 1 month courses for the vocational training participants and for the children of migrant workers	Participation
<b>NGO DINA</b> (The educational and Training Center on a base of NGO DINA), Khujand, Tajikistan	Regular trainings for the secondary school students within the Oblast plan on drug use prevention; addition to SBTk course for the Street Active young people	Training delivery according to requests from institutions. Lead training team in Tajikistan	Internal training for volunteers who would become the staff members	Sport events, disco with educational component, summer camps		Regular 1 month course for the young people, working in the market, or with the police records. Lead partner in SBTk piloting.	Host Organization, Designer of the Summer School - 2006, Training for other participants
<b>NGO Chaika</b> , Khujand, Tajikistan	Trainings for the youth Center attendants		Lead volunteer training team in Tajikistan	Arts, sports, theater, disco, holidays, folk music, gender activities	Sewing, golden embroidery, hairdressing	Introductory version (three sessions per group) as accompaniment for vocational courses	Host organization of Summer School- 2005, designers and trainers of the Summer School-2006
<b>NGO Joy Master</b> , Osh, Kyrgyzstan	Regular trainings at 10 secondary schools, trainings for the street working young people, and for CTIRM residents	Lead training team in Kyrgyzstan, Training for professionals is supported by Global fund	Lead designer and developer of the concept of integration the volunteer program into secondary schools	Arts, handcrafts, language courses, sports, library, watching videos, psychological counseling	Computer course, bead- knitting	Pilot delivery for the secondary school students with special needs	Host organization of Summer School- 2006, designers and trainers of the Summer School- 2006, lead coaching trainer
<b>Namangan Affiliate of the Uzbek Association on Reproductive Health</b> Uzbekistan	Regular trainings for secondary schools and in local community settings	Lead training team for Ferghana Valley of Uzbekistan	All work is volunteer based	Sport events for the young people		Delivery for mahalla Gulistan and orphan house	Participants



**CHART 2. RELATIVE INFLUENCE ALONG THE RESULTS CHAIN**



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